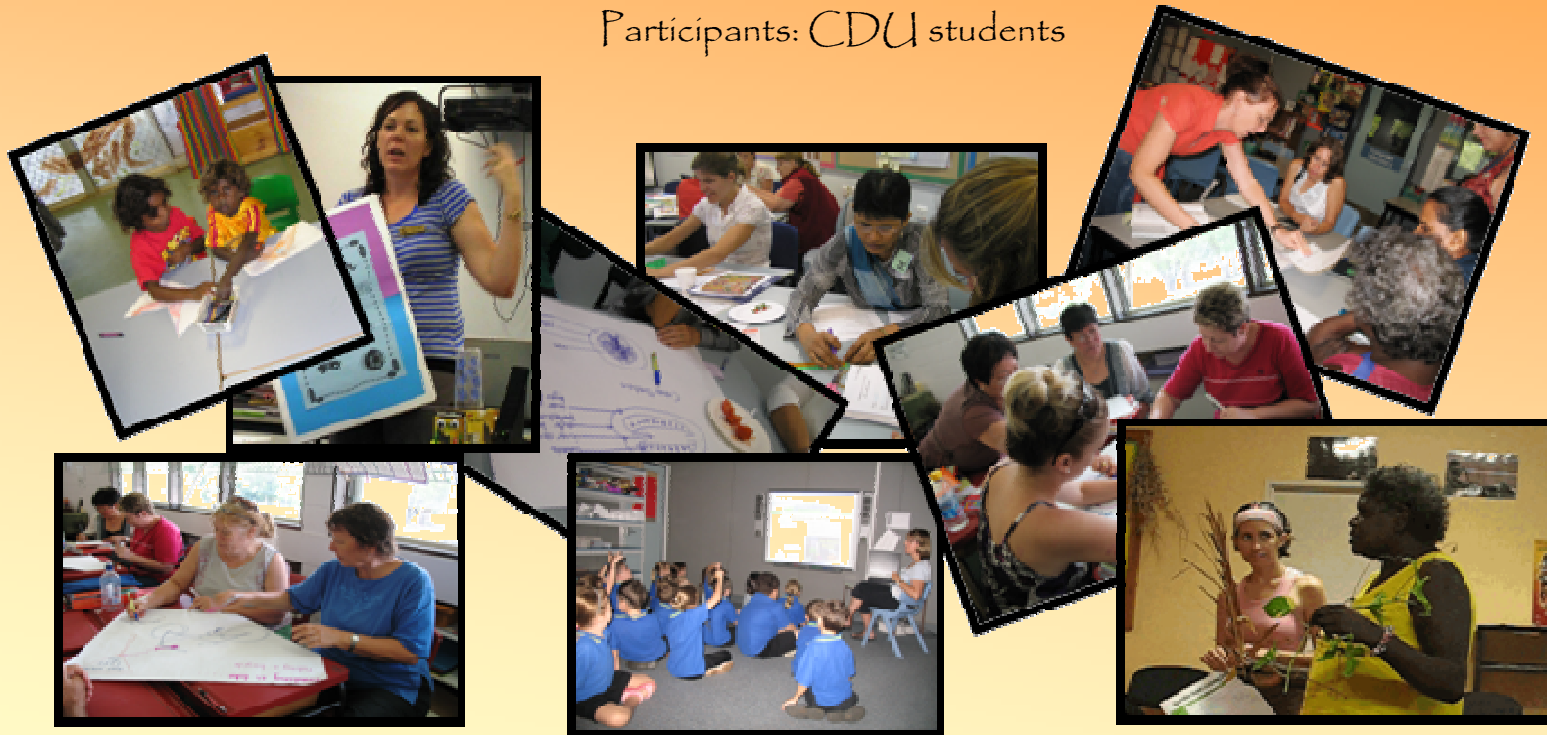


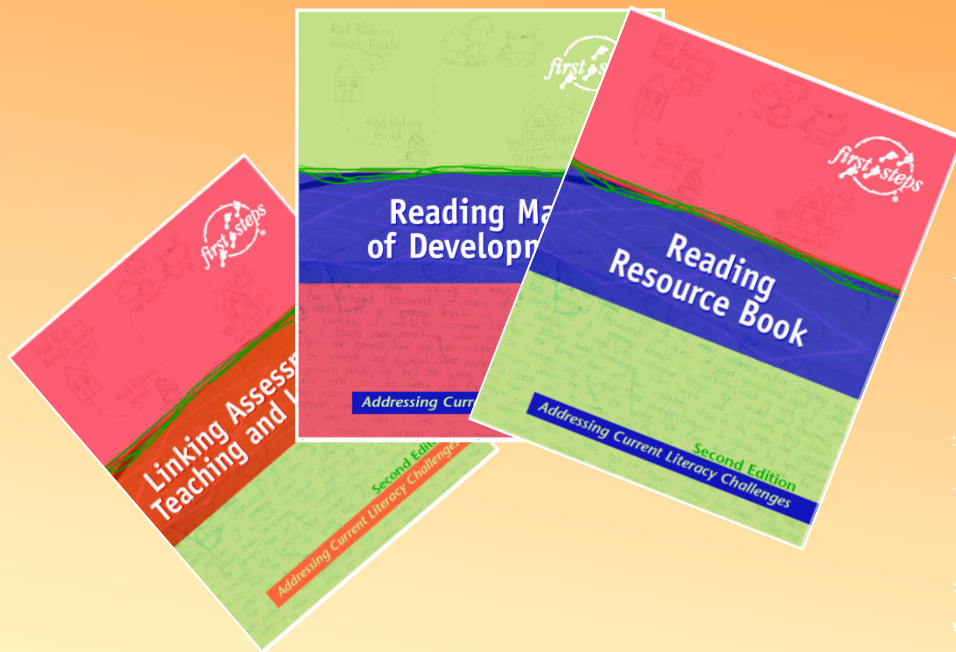
First Steps Information Session & Writing Activities

Participants: CDU students



Presenter: Lorraine Van Haefen: Curriculum, Teaching and Phases
of Learning
27 August, 2009
9:00 – 12:00

First Steps Literacy Resources



Reading Resources



Writing Resources

Linguistic Cueing System (Pearson: 1976)

Semantics
does it make sense?

Reader's knowledge:-

- Socio-cultural and world
- Concept or topic
- Vocabulary
- Text & illustrations

Syntactics –
does it sound right?

Reader's knowledge:-

- Grammatical features
- Word order in sentences
- Organisation & structure of whole texts

Meaning

Reader's knowledge:-

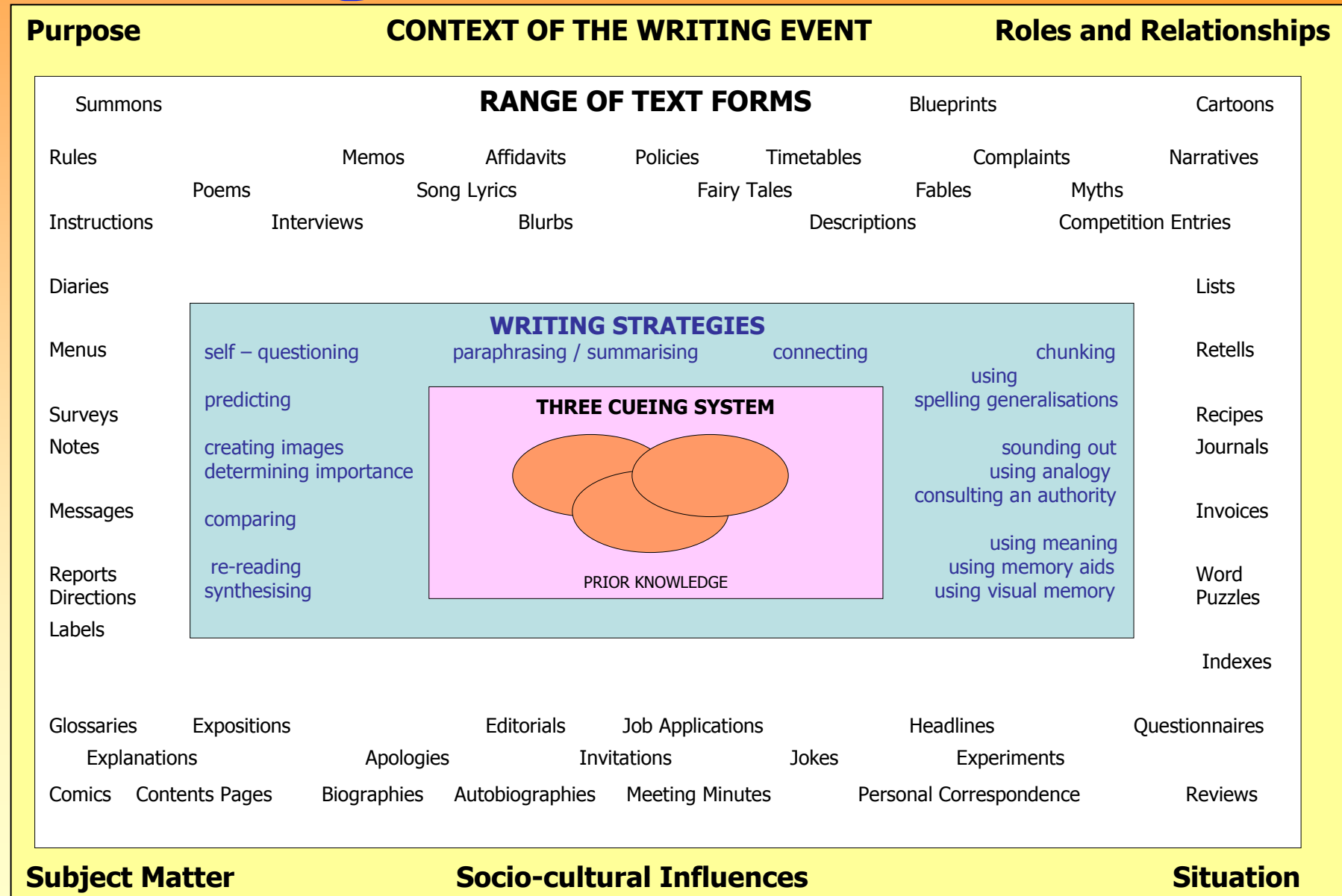
- Words
- Letters, sounds
- Grapho-phonetic
- Print concepts
- Orthographic

Graphophonics –
does it look right?
what is this word?





What is Writing?





Writing & the NTCF

Writing is...	<i>NTCF English Elements</i>	<i>NTCF ESL Elements</i>
<p>Translating inner speech into symbols to communicate with an audience over time and/or distance</p> <p>Composing meaning in a wide range of printed and electronic texts</p>	<p>Learners write for a range of purposes. They control and produce texts of developing complexities in many forms. Formal spelling, punctuation and grammatical structures are integrated in contextual writing.</p>	<p>Learners develop in writing a range of texts for interpersonal, informational and aesthetic purposes. Writing skills include spelling, punctuation and grammatical structures.</p>
<p>A social practice that is used to accomplish a wide range of purposes across a range of cultural and situational contexts</p> <p>Used to influence and manipulate others, often to maintain or challenge existing power</p>	<p>Texts and Contexts: Learners use a range of texts to learn about the ways that language varies according to situation, social and cultural context. The range of texts increases in complexity as the learners move through the bands.</p>	<p>Communication: Learners interact with the English-speaking environment and communicate in SAE. Learners develop ability to produce and respond to spoken and written text.</p>
		<p>Socio-cultural Understandings: Learners understand and develop ability to use SAE in various contexts. ESL learners develop awareness of relationships between text, context, purpose and audience.</p>
<p>Encoding written language using letters, words, sentences, grammar, and knowledge of the social context</p>	<p>Language Structures and Features: Learners develop skills to effectively control linguistic structures and features for interpretation and analysis and for constructing and shaping meaning.</p>	<p>Language Structures and Features: Learners develop knowledge of SAE typically used in spoken and written communication. Learners explore the patterns of text structure and organisation, textual and grammatical aspects of language, print elements, pronunciation and non-verbal elements of communication.</p>
<p>The application of knowledge and understandings to compose printed and electronic texts using cyclic processes.</p>	<p>Strategies: Learners reflect and act on their understandings of the way language works when speaking, listening, reading, viewing and writing.</p>	<p>Learning How to Learn Learners develop and use learning strategies that enable them to use SAE in a range of contexts.</p>

Purposes for Writing

- Describe
- Entertain
- Explain
- Inquire
- Instruct
- Persuade
- Recount
- Socialise

Purpose for Writing: Recount



First Steps: Second Edition

Writing Resource Book

Assessing Writing to Recount

Students are in the stage where they display most of the bulleted points.

Beginning Stage	Developing Stage	Consolidating Stage	Extending Stage
Can state the purpose and audience of texts to be composed and includes basic organisational features of simple forms used to recount.	Is aware of the purpose and audience when creating texts and uses a partial organisational framework of a small range of forms to recount.	Considers the purpose and audience to select specific vocabulary and uses appropriate organisational frameworks to compose a variety of forms used to recount.	Crafts forms used to recount by selecting vocabulary and manipulating organisational frameworks to suit the context of the writing event.
<p>The writer:</p> <ul style="list-style-type: none"> retells personal experiences <ul style="list-style-type: none"> provides little information about setting or the context in which the events happened, e.g. <i>tells who and where but not when</i> includes only those events that have personal significance <ul style="list-style-type: none"> includes some events in sequence <ul style="list-style-type: none"> concludes with a personal comment, e.g. <i>I had fun.</i> <ul style="list-style-type: none"> uses simple past tense <ul style="list-style-type: none"> uses mainly simple action verbs, e.g. <i>I went, I saw, I did</i> uses little variety of linking words, e.g. <i>and, then.</i> 	<p>The writer:</p> <ul style="list-style-type: none"> reconstructs personal experiences or events using a limited range of forms and formats, e.g. <i>recount, letter, email</i> <ul style="list-style-type: none"> provides sufficient information to orient the reader giving simple details about who, when, where, what, why and how differentiates between events by including additional information about the more important events lists all events in chronological order <ul style="list-style-type: none"> concludes with a personal evaluative comment, e.g. <i>We arrived home, tired but happy.</i> uses simple past tense correctly <ul style="list-style-type: none"> uses action verbs, e.g. <i>I played, We visited</i> <ul style="list-style-type: none"> uses a limited number of linking words to do with time or sequence, e.g. <i>after that, next.</i> 	<p>The writer:</p> <ul style="list-style-type: none"> reconstructs personal and factual experiences and events using a variety of forms and formats, e.g. <i>biographies, diaries, pamphlets</i> provides an orientation that includes contextual and environmental details that impact on the way events unfold <ul style="list-style-type: none"> elaborates important events <ul style="list-style-type: none"> elaborates aspects of participants that affect events, e.g. <i>Helen Keller's perseverance in the face of adversity</i> gives credibility by the use of dialogue <ul style="list-style-type: none"> concludes with an evaluative or summarising comment appropriate to the form <ul style="list-style-type: none"> maintains consistent tense <ul style="list-style-type: none"> uses a variety of action verbs, e.g. <i>I glimpsed, I travelled</i> uses linking words to indicate time, e.g. <i>before, later in the day</i> uses both first and third person. 	<p>The writer:</p> <ul style="list-style-type: none"> recounts to suit purpose and target audience choosing the most appropriate form and format <ul style="list-style-type: none"> provides an orientation that both sets the scene and aims to interest the reader <ul style="list-style-type: none"> includes significant events chosen to add interest and impact <ul style="list-style-type: none"> elaborates on events so the reader can visualise the experience <ul style="list-style-type: none"> chooses to include dialogue or reported speech for impact <ul style="list-style-type: none"> manipulates time order of events for impact <ul style="list-style-type: none"> concludes with a personal reflection, evaluative comment or summarises the text, appropriate to the form maintains consistent tense or manipulates tense for effect writes cohesively using a large variety of action verbs and linking words manipulates first and third person for impact.



Some Writing Procedures

<i>Modelled Writing</i>	<i>Language Experience</i>	<i>Shared Writing</i>	<i>Interactive Writing</i>
<p>3. Demonstrating writing behaviours and verbalising the thinking processes involved with those behaviours</p>	<p>7. Using a shared experience as a basis for jointly composing a text</p>	<p>1. Working with students to compose and construct a piece of writing, with the teacher acting as a scribe</p>	<p>5. Working with students to compose and construct a text collaboratively, using a “shared pen”</p>

<i>Guided Writing</i>	<i>Independent Writing</i>	<i>Author’s Chair</i>
<p>6. Teacher scaffolds and supports a group of students with similar needs as they develop writing behaviours and understandings</p>	<p>4. Students independently apply previously learnt writing processes, understandings and strategies to own texts</p>	<p>2. An opportunity for students to voluntarily share their writing and receive constructive feedback</p>



Some Writing Procedures

<i>Modelled Writing</i>	<i>Language Experience</i>	<i>Shared Writing</i>	<i>Interactive Writing</i>
<ul style="list-style-type: none">• Demonstrating writing behaviours and verbalising the thinking processes involved with those behaviours	<ul style="list-style-type: none">• Using a shared experience as a basis for jointly composing a text	<ul style="list-style-type: none">• Working with students to compose and construct a piece of writing, with the teacher acting as a scribe	<ul style="list-style-type: none">• Working with students to compose and construct a text collaboratively, using a “shared pen”
<ul style="list-style-type: none">• Brief sessions from 5 to 10 mins• Each session has a clear, singular focus• Use clear ‘think aloud’ statements• Writing occurs in front of students• The composed text can be seen by all students	<ul style="list-style-type: none">• Based on a shared experience• Text composed as a result of the experience• Use students’ language when creating the text	<ul style="list-style-type: none">• Sessions kept brief and lively, from 10 - 20 minutes• Teacher scribes, students contribute ideas• Teacher thinks aloud, invites questions and discussion• Each session has a planned, explicit focus based on students’ needs	<ul style="list-style-type: none">• Sessions kept brief and lively, 10 -20 mins• Usually small group• Teacher and students share the pen• Each session has a planned explicit focus based on students’ needs• Students’ participate actively



More Writing Procedures

<i>Guided Writing</i>	<i>Independent Writing</i>	<i>Author's Chair</i>
<ul style="list-style-type: none">• Teacher scaffolds and supports a group of students with similar needs as they develop writing behaviours and understandings	<ul style="list-style-type: none">• Students independently apply previously learnt writing processes, understandings and strategies to own texts	<ul style="list-style-type: none">• An opportunity for students to voluntarily share their writing and receive constructive feedback
<ul style="list-style-type: none">• Students grouped to focus on an identified need• Most writing is done as individuals• Teacher is the guide and supporter• Sessions are about 10 – 20 minutes• Students receive support and feedback when required	<ul style="list-style-type: none">• Students take responsibility for their writing• Students apply previous learning• All students engaged in a writing-related task• Sustained period for writing• Students write for authentic purposes	<ul style="list-style-type: none">• Writing is shared with peers• Feedback is explicit and constructive• Sessions are 10 -15 minutes• Can be used daily at the end of writing sessions



Using Writing Processes

Planning

Gathering ideas,
brainstorming, reading,
discussing

Drafting

Sustained writing to produce
a first version, focus on
ideas.

Conferring

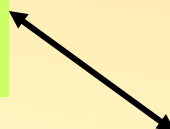
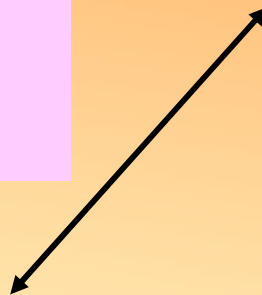
Getting advice, gathering
feedback

Publishing

Preparing the writing for
presentation to an audience

Refining

Sustained writing to produce
a first version, focus on
ideas.



Analysing a Text Form (Recount)

Organisational Framework

Language Features

Title

Down at the Ginger Farm

Setting, who, what, where, when, why, how

Last week our class, Room 7, went to the ginger farm in Glasbull to find out how ginger is processed. At 9 o'clock we all piled onto the bus and headed off along Drizzly Highway. I forgot my lunch and was hoping the day would not be too long. I needed food!

Time words e.g. Last week, when, after, before...

First event in sequence

When we arrived we were met by a lady who gave everyone a red hat to wear. Then we watched a video about how ginger is grown. It was fascinating to see the different shaped ginger and how quickly it grows. Boy, was I getting really hungry now.

Past tense e.g. were met, went, watched...

Next event in sequence

After the video session we split into two groups. Our guide showed us around the factory and explained how ginger was processed. It was very interesting to look through the windows but we couldn't get near the vats. As we were walking around the factory we saw some photos of the machinery that is used.

Written in first person e.g. we, I

Following event in sequence

Before we left the factory we all went to the cafeteria and tasted all the new products that were not in the shops yet. Then we all got some free ginger food. I chose my favourite, Ginger Snaps, and we ate it out on the lawn.

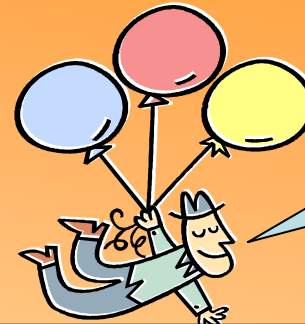
Final event in sequence. Feelings.

As soon as everyone had finished we got back onto the bus. We were all tired and very full.



Revisit the Language Experience Procedure

1. Can be generated in a range of ways
 - Planned activities inside the classroom
 - Planned activities outside the classroom
 - Unplanned events




- Blowing up balloons
- Releasing balloons
- Balloon races

What we think we know about balloons?	What we want to find out about balloons?	What we learned about balloons.
Different shapes Rubber Change size Put in air or water or flour Single or in packets Go pop Writing on them	Can they hold hot water? How much air before they pop Can you stretch them Can you tie them to a chair so that a person floats away	

2. The student's oral language forms the basis for creating the written text.
3. The Shared Writing procedure can be used to create the text
4. The whole class participates
5. The created text can be used for further reading activities



Revisit the Language Experience Session

Before Language Experience	During Language Experience	After Language Experience
<p>.1. Choose experience to interest students.</p> <p>.2. Involve students in the planning where possible</p> 	<p>□1. Share the experience (take photographs to record the event)</p> <p>□2. Encourage students to be involved as possible</p> <p>□3. Ensure lots of experience-centred talk</p> <p>□4. Discuss the experience as a whole class</p> <p>□5. Use Shared Writing to record the experience</p> <p>□6. Revise and edit the text with the students until it is ready to be published</p> <p>□7. Publish the text eg create a big book</p> <p>□8. Involve students in reading and re-reading the text</p>	<p>□1. Use the text as a springboard for other reading activities. eg word- searches, sentence matching</p> <p>□2. Use the class made text in Modelled, Shared or Guided Reading</p> <p>□3. Make a copy of the text available for independent use</p> <p>□4. Make small copies of the text for home reading</p> <p>□5. Engage students in further purposeful writing activities</p>

Shared and Interactive Writing Sessions

Before Shared and Interactive Writing	During Shared and Interactive Writing	After Shared and Interactive Writing
<ol style="list-style-type: none"> 1. The teacher is the scribe during Shared Writing 2. The pen is shared between the teacher and students during Interactive Writing 3. Determine an explicit focus for the session based on students' needs 4. Determine the purpose, audience and form of the writing 5. Select the writing tools and materials that will be used 	<ol style="list-style-type: none"> ❑1. Explain the purpose, audience and form of the writing ❑2. Clearly explain the focus of the session ❑3. Activate students' prior knowledge and experiences of the topic and task ❑4. Engage students in the construction of the text e.g. word choices, how to best express ideas ❑5. As a group, constantly re-read the text as it is constructed to check its meaning ❑6. Refine and Publish the text eg create a big book ❑7. Review selected focus at end of session 	<ol style="list-style-type: none"> ❑1. Display the text prominently. Remind students to use it as a reference for their own writing ❑2. Provide opportunities for students to practise and apply the understandings, processes and strategies shared ❑3. Make a copy of the text available for independent use 